DOCUMENT RESUME

ED 108 783 95 RC 008 588

AUTHOR	Jones, Marie C.; Casaday, Edith
TITLE	Urban Indian Library Services. Guide 5.
INSTITUTION	National Indian Education Association, Minneapolis, Minn.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	Jun 75
NOTE	13p.; Not available in hard copy due to poor contrast between paper and ink color. For other guides in this series, see RC 008 584-594
AVAILABLE FROM	National Indian Education Association, 3036 University Avenue SE, Suite 3, Minneapolis, Minnesota 55414 ($0.75 each; $7.50 set; $35.50 groups of 20 sets; $5.00 groups of 100 or more sets)
EDRS PRICE	MF-$0.76 PLUS POSTAGE. HC Not Available from EDRS.
DESCRIPTORS	*American Indians; Definitions; *Guides; Information Services; Interagency Cooperation; Library Cooperation; *Library Planning; Models; *Urban Areas

ABSTRACT

According to the 1970 Census, nearly one-half of the United States American Indian population lives in urban areas. Many of these Indians belong to a lower socioeconomic sector and are often discriminated against in housing, education, employment, health services, and law enforcement. Away from the protections of their own cultures and repressed in the majority culture, they have a special need for reinforcement of self-esteem. Information and referral services can help provide solutions to their everyday needs, thus assisting them to become more productive members of society. The library can furnish a variety of Indian materials to help meet these varying needs. Guide 5, one of 11 guides designed to provide initial direction and alternatives to those planning or developing Indian library and information systems, briefly discusses some basic considerations which need to be kept in mind when implementing library services for urban Indian populations. Among the topics are: library responsibility, role of Indian organizations, location of services, personnel, model services, and cooperation with schools and social services. Twelve sources for further reading are given. (NQ)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

RC 23-06-75

Urban Indian Library Services

ED108783

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

LC008588

by

Marie Jones and Edith Caseday

4-75

Guide Number 2002 June 1975

PREFACE

Libraries and information centers are rapidly becoming an integral part of Indian life. Individuals, organizations, and tribes have come to the decision that libraries and the information services that they offer are necessary to meet Indian goals. These goals may vary widely, from improved access to education, cultural information, information on available social services, to leisure reading. They are all based in a component or institution designed to process information - a library.

As yet, only limited resources are available to meet this fast growing demand. Funding must usually be garnered from other programs. Professionally qualified Indian librarians and trained Indian technicians are in critically short supply. Books and other informational resources still contain racist information. Experience in developing programs and services which meet the local community's needs is slight. Specific sensitivity to Indian ways and alternatives is just developing as library and information services develop in Indian communities.

The purpose of these guides is to provide initial direction and provide alternatives to those planning or engaged in developing Indian library and information systems. Each guide discusses basic policies, initial steps, or discreet activities that appear to be essential to successful Indian library service. Each guide gives the reader basic direction and alternatives for development in his locale.

The reader is strongly advised to recognize these guides for what they are - ideas and programs that have been successful in the communities where they are used. They will not solve all the problems of Indian library service. They will provide the reader with some ideas, programs, and concepts to be considered in light of informational needs in the specific Indian community to be served.

Three basic types of information are presented in the guides: societal coping skills, basic considerations for implementation; and descriptions of services unique or critical to Indian libraries. These guides are supplemented by the Appalachian Adult Education Center's, Library Service Guides. The excellent Appalachian guides deal primarily with services in small communities.

Coping skills are given in two guides, (#'s 1 and 2). Organization and implementation will be discussed in five of the guides (#0,3,9 10, & 11) which cover: funding, organization, assessing needs, materials selection, and training. Five guides will discuss services unique or critical to Indian Library Service (#4,5,6,7, & 8). These guides cover: cataloging, urban services, adult education, program elements, and information services.

Charles Townley, Editor

ED108783

Urban Indian Library Service

Marie C. Jones and Edith Casaday

Guide 5

Marie C. Jones is Head of the Reference Department and Coordinator of the Indian Library Project at Sioux City, Iowa Public Library. Edith Casaday, Winnebago, is a graduate student at Morningside College, Sioux City, Iowa. Mrs. Casaday was formerly Indian Specialist for Sioux City Public Library.

CONTENTS

Definition of Terms..... 4

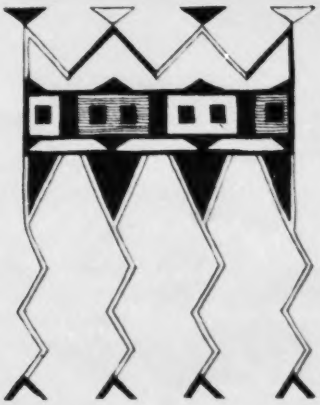
Statement of the Problem..... 4

Special Characteristics of Urban Indian Library Service..... 4

Model Services..... 6

Do's and Don'ts..... 8

Further Reading..... 9



The project presented or reported herein was performed pursuant to a Grant from the U.S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education and no official endorsement by the U.S. Office of Education should be inferred.

0004

I. DEFINITION OF TERMS

A. Who are urban Indians?

Those who consider themselves Indian by their way of life, and who have moved from reservations. They are shut off from government aid normally provided to Indians on the reservation. Many are the offspring of these people and are twice removed from Indian culture. Others have only recently moved to the cities, are unprepared educationally, economically and psychologically for change to city life and tend to live in a closed "relatives and friends only" atmosphere.

B. What is urban Indian library service?

Library service specifically tailored to meet the needs of this particular minority group.

II. STATEMENT OF PROBLEM

A. Why special services for Indian people in urban areas?

Many Indian people belong to a lower socio-economic sector, often are discriminated against in housing, education, employment, health services, and law enforcement. Away from the protections of their own cultures and repressed in the majority culture, they have a special need for re-enforcement of self-esteem. Information and referral services can help provide solutions to their everyday needs, which will assist them in becoming more productive members of society. The library can then provide materials on Indian history and culture, which help to give roots and a sense of belonging. The need for these special services become more pressing as Indian populations increase in the cities. According to the 1970 census figures nearly one-half of the Indian population in the United States lives in urban areas, compared to one-third in 1960.

III. SPECIAL CHARACTERISTICS OF URBAN INDIAN LIBRARY SERVICE

A. Diversity of tribes in urban areas

Unlike some minority peoples, being Indian does not ensure an homogeneous group. Many tribes are likely to be represented in any urban area, with varying customs, languages and cultural backgrounds. Some Indian people have little knowledge of their tribal heritage. The library must furnish a variety of Indian materials, therefore, to meet these varying needs.

B. Library responsibility is clear

The library's function is to provide access to information which will meet the needs of all. To do this successfully the library must first try to determine the needs of those it serves

and then keep the public aware of services it has to offer. To meet such a challenge is the unique contribution of the library to the public welfare. Service to the Indian community is part of that responsibility.

C. Role of Indian organizations

A center which assists Indian people in their needs may provide an ideal channel through which library service may be introduced. If convinced of the usefulness of the library, it can provide people who will act as an advisory committee in assessing the type of service needed, and the kinds of materials most advantageous. It may have space for a small deposit collection and for classes or programs in an atmosphere most hospitable to Indian patrons. It may be the best way to reach both individuals and groups the library wishes to serve. Efforts at self-help are likely to spring from such a nucleus and therefore have need of specialized information which the library can furnish.

D. Location of services

Small collections deposited in a center used by Indian people may be the first and best introduction to services the library has to offer. It should always be stressed, however, that these materials form only a taste of those available: the library itself will have, or have access to, sources which greatly expand the potential hinted at in the deposit. This will be true of information, per se, as well as print and non-print materials. Patrons should always be encouraged to seek out the expanded resources of the sponsoring library, and made to feel comfortable doing so.

E. Personnel

The single most important factor in Indian library service is an employee of that minority group, whose work it is to provide a direct link with the library. Such a person will have a rapport with the group impossible for the non-Indian to achieve. He will enjoy a greater trust, have access to the actual feelings of individual or group, and a greater knowledge of the problems which may need special kinds of information to solve. He can move freely within the group to learn its needs and thus bring to the library effort an input basis to its success.

What this liaison person takes to the Indian patron is a result of in-service training which has taught him what services the library is prepared to furnish, the sources on which it relies to make information and materials available, and a limited knowledge of basic library techniques such as filing, shelving, acquisition and circulation procedures. In short, the liaison must have knowledge of how to get and dispense information or materials.

F. Methods of establishing services

Libraries around the country have used various means for bringing service to minority groups. In some places classes have been established in the library, such as beginning reading for adults; or job-readiness; or consumer education. Other libraries have stocked bookmobiles which stop in appropriate places, and display materials on sidewalk tables. These methods have had varying degrees of success. Examples of failure could be illustrated by one reservation which provided library space in their new community building, that now stands empty for lack of funds or direction to implement the desire for service. Or the unsuccessful efforts that follow the deposit of library materials in a corner of an Indian organization building in the vain hope that someone will notice and use the materials.

There are a few fundamental steps that must be taken before library service to urban Indians can succeed. Above all, the group to be reached must be consulted and involved in every phase of the project. Then, indigenous personnel must be employed and be active in moving about the community to bring the library story to the potential users. Only then can suitable materials, programs, and information services reach those for whom they are intended. This needs to be carried out on a continuing basis, with patience, over a long period of time. Library service does not aim for a neat package intended for instant success. As it catches on, it will become a dynamic force, shifting emphasis from time to time enlarging its own horizons. One method of establishing services that has proved successful follows:

1. Contact the group to be served, preferably through an Indian center already established.

2. Request that they designate a committee to help determine whether there is a desire for library service and to give input on the needs of the Indian community.

3. Employ a liaison person, and provide in-service training for him/her. This person need not have a formal college education, nor even be a high school graduate. It is vital, though, for the person to be interested in promoting the welfare of the people. In the beginning a part time employee might be sufficient.

4. With the help of the liaison person, select materials from sources acceptable to Indian people for a small collection to be deposited in the center's rooms.

5. Provide programs and classes for all ages in the center where Indian patrons feel most comfortable, to help acquaint them with the library story. These may be conducted by the liaison person, or by volunteers.

6. Prepare to answer requests for information which are sure to be forthcoming.

IV. MODEL SERVICES

0007

A. Meeting space

In a model situation sufficient space would include a room large enough to contain shelving for at least five- to six hundred books, reading tables and chairs, a cupboard for supplies, desk for circulation of materials, and if possible a few lounge chairs where patrons can be comfortable with magazines, newspapers, or while thumbing through books. A smaller adjacent room that can be darkened for showing films during daylight hours is desirable. The same room with folding tables in place can be used for tutoring purposes or for classes. To build interest it may be desirable to schedule demonstrations in handicrafts, sewing and the like, which would require additional tables and space. A location where people are moving about in the course of center activities is more apt to attract interest in library services than a less accessible one.

B. Programs

Programming is very important in the operation and success of work with Indian people. Such programs may differ from those traditionally offered by the library. Classes in many interest areas should be held to gain attention for the project. Basic interests such as sewing, cooking economically, beadwork, preparation for high school equivalency tests, and art (pencil sketching to painting in acrylics) will give helpful and necessary information, as well as supply recreation and socializing. Classes in dramatic writing and acting unfold new interest areas. A class in a tribal language is excellent, if a tutor is available for it. Film programs are popular. Budget allocations must allow for supplies to implement the programs offered.

C. Materials

Indian people find interest in many subject areas. Special emphasis should be placed on materials that are of importance to tribal histories and cultures. Too many times books about Indians in general are brought to them that are meaningless. Books on household and car repair and upkeep, gardening and preserving of foods, art, and popular fiction are in demand. Newspapers, sports and outdoor magazines are popular, as are films and records. Historical documents about Indians of yesterday and today are good to have. They show people the worth of their fathers' beliefs and lifestyles as well as giving many of them a first objective look at what their ancestors were more nearly like. Films for children range from cartoons to fairy tales and nature subjects.

D. Deposit collections in Indian centers and other meeting places

Collections should be located in a center that is widely used by Indian people. These collections may be the first and best introduction to services the library has to offer so there should be a well-rounded selection on hand. Magazines and news-

papers are important. Indian newsletters and newspapers from around the country bring news of current activities. Always it should be stressed that additional materials are available in the sponsor library for those who wish to expand their horizons.

E. Cooperation with schools

Many schools, both public and private, from elementary through college level are glad to have Indian input in their classes. The library can act as a channel for requests from instructors to articulate Indian people to come and talk to classes about their cultures. The speaker may introduce special reading materials, recordings of Indian music, or show Indian artifacts. The authoritative role accorded the speaker is a boost to the Indian student's self-image. To the non-Indian student this may be his first glimpse of an adult Indian in any but the usual damaging stereotype of film and many textbooks.

F. Indian information centers

Information service can prove to be a very necessary part of library service and may very well come about without deliberate planning. As stated before, basic needs of disadvantaged people must be met before they can focus on reading for enjoyment. The liaison person may serve as a sounding board for problems and be turned to by the people as a neutral person whose only motive is meeting information needs. Personal knowledge about families and their situations should be held in absolute confidence, thereby providing a "safe harbor" for those in need. The service may also help build communication between the Indian community and city government, schools, social organizations, and other agencies. Information is relayed to and from the resource person and fulfills a real need.

G. Cooperation with social services

Peoples' daily needs often involve referral to one or another of the social service agencies. Regulations of the agency may become of immediate importance to the patron. Any referral should include the name and telephone number of a particular person in an agency, so that the patron can approach with a greater degree of confidence. The liaison person may find himself actively supporting by his presence a patron needful of a law enforcement agency or a hospital. He may be needed as a companion-guide-advocate to those Indian people in need of these services.

V. DO'S AND DONT'S

DO

1. Select materials on the tribal histories of the people you are working with.

2. Use bibliographies that have received approval by

Indian educators, whenever possible.

3. Make use of paperback books.

4. Be sensitive to Indian ways of looking at things, giving consideration to their values and customs. Make every effort to reinforce Indian self-esteem.

5. Be sincere and genuine.

6. Promote information on historical and contemporary Indian people of importance.

7. Take an active role in promoting Indian concerns.

8. Try to provide transportation to and from activities.

9. Provide a refreshment such as coffee or Koolaid at your programs.

10. Make use of service agencies for free demonstrations in various interest areas.

DON'T

1. Underestimate the breadth of interest nor the intelligence of the Indian community.

2. Provide cast off materials. New materials should be used.

3. Be a "watchdog".

4. Be pushy, aggressive or snooty.

5. Talk down to adults or children.

6. Talk too much or persist in talking. Silence is good.

7. Gossip or betray a trust by spreading information that was to be confidential.

8. Single individuals out for constant attention or praise.

9. Overextend yourself in what you will do.

10. Try to rush the project. It will take time.

VI. FURTHER READING

"All-Indian Pueblo Council Establishes Office in Albuquerque New Mexico to Provide Consumer Education to Indians." N. Y. Times D2, 1973 17:1.

American Indians - An Annotated Bibliography of Selected

Library Resources. 1970. Minneapolis: University of Minnesota, Library Services Institute for Minnesota Indians, 1970.

Byler, Mary Gloyne, "The Image of American Indians Projected by Non-Indian Writers." School Library Journal, Feb. 1974, p. 546.

Casey, Genevieve M., "Services to the Disadvantaged", Library Trends, XXIII October 1974, pp. 271-285.

Deloria, Vine, Jr., "The American Indian Image", Encyclopedia of Indians of the Americas, vol. 1, p. 39-44.

Lyman, Helen H., ed. "Library Programs and Services to the Disadvantaged", Library Trends, XX October 1971, pp. 185-471.

Snow, Max, "Who Is An Indian?" in There's An Indian In Your Classroom, Boise: Idaho Department of Education, 1970. pp. 17-20.

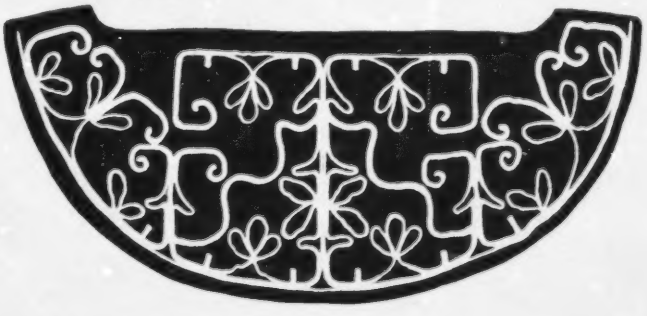
U.S. Dept. of Commerce, Bureau of the Census. We, the First Americans. Washington, D.C. U.S.G.P.O., 1973. (GPO Bookstore stock number 0324-00043.)

Waddell, Jack O., The American Indian in Urban Society. Boston: Little, Brown & Co., 1971.

Wassaja - monthly newspaper, Dr. J Costo, ed. in chief. Indian Historian Press, San Francisco.

Wilson Library Bulletin, Dec. 1971, p. 324-5.

Wilson Library Bulletin, Jan. 1972, p. 424.



National Indian Education Association
Library Service Guides

0. Guide to Funding Sources for American Indian Library and Information Services.

1. Working with Indian Communities and Agencies to Establish Indian Library Services.

2. Working with Library Agencies to Establish Indian Library Services.

3. Initial Organization and Staffing Patterns for Indian Library Services.

4. Alternatives to Standard Classification and Cataloging for Indian Libraries.

5. Urban Indian Library Services.

6. Adult Education and Indian Libraries.

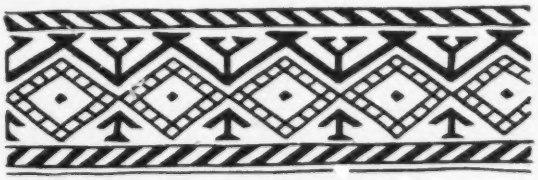
7. Promoting Indian Library Use.

8. Locally Generated Information and Referral Services in Indian Libraries.

9. Assessing Information Needs in the Indian Community.

10. Materials Selection for Indian Libraries.

11. In-Service Training in Indian Libraries.



Appalachian Adult Education Center
Library Service Guides
Selected Titles

Using Pamphlets with Disadvantaged Adults.

The Recruitment of Disadvantaged Adults: Effective Publicity.

Techniques for Teachers: Teaching the Application of Basic Skills to Everyday Life Problems.

Expanding Library Services to the Elderly.

ABE - What Is It?

Interagency Cooperation: The Public Library and Agencies that Serve Disadvantaged Adults.

Order Appalachian Guides from:

Appalachian Adult Education Center
Morehead State University, UPO 1353
Morehead, Kentucky 40351

National Indian Education Association
3036 University Avenue, S.E. Suite 3
Minneapolis, Minnesota 55414

NON PROFIT ORG.
U.S. POSTAGE
PAID
Minneapolis, Minn.
Permit No. 3392

PRICES

The guides are available from the NIEA as follows:

$7.50 for the set of 11 guides
or
.75¢ each

There is a discount for quantity orders, as follows:

20 or more sets $6.50 per set
100 or more sets $5.00 per set

N.I.E.A. Officers

Dr. Kenneth Ross, President
(Sioux)

Helen Scheirbeck
1st Vice-President
(Lumbee)

Kanatakeniate Tom Cook
2nd Vice-President
(Wolf Clan Mohawk Nation)

Patricia Locke, Secretary
(Chippewa/Sioux)

Rick St. Germaine, Treasurer
(Ojibway)

N.I.E.A. Staff

Dr. Noah Allen
Executive Director
(Euchee)

Charles Townley
N.I.E.A. Library Project
Project Director

Edison Ward
Technical Assistance
Coordinator
(Sioux)

Vickie Ackley
Project Secretary
(Chippewa)

0013 00